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ABSTRACT

A model public school adult education program was established to provide training and/or skill upgrading for adults in vocational education. To coordinate the adult classes and to provide new classes, the Cabot School District of Arkansas hired an adult education coordinator. To respond to community needs and to establish an exemplary program, the following six objectives were formulated: (1) develop a model site for conducting adult education programs in vocational and avocational areas to be adopted or adapted by similar rural school districts, (2) develop a school-community activity calendar to coordinate adult class schedules with community affairs activities, (3) provide adult education instruction based on a community needs survey, (4) establish an advisory council representative of the community, (5) develop course evaluation procedures, and (6) improve community-school relationships through expanded use of facilities, news media, and parent-teacher contact. (Each objective is reviewed as to activities, methods, procedures, and results.) The advisory council reported that the objectives were met at a very satisfactory level. As part of objective 1, a dissemination guide (CE 017 754) was developed for distribution to Arkansas school districts. (CSS)

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ED159403

A MODEL FOR A SCHOOL-COMMUNITY BASED ADULT EDUCATION PROGRAM

FINAL REPORT

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Cabot Public Schools
Cabot, Arkansas
June 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

The rationale for initiating the School-Community Based Adult Education Program focuses on the fact that we are living in a time when important changes are taking place at a rapidly changing pace. Society continues to break through to discover new knowledge and technologies which revolutionize our lives. This increasing knowledge coupled with the complexities of our life-styles have made it necessary for the educational process to be a lifelong experience. The amount of knowledge that has been accumulated in any single field of learning is staggering and usually beyond the capacity of a person to complete "formal" education in the traditional public school setting to an extent which will satisfy lifelong learning requirements.

Average statistics in Arkansas show that of every one hundred students entering the first grade, only about seventy-eight will enter the ninth grade; some fifty-six will graduate from high school; and approximately fourteen will complete a college degree. Less than one-third of the first graders can be expected to continue education beyond the high school level. Even more startling is the fact that more than forty percent of students drop out of the school system before obtaining a high school diploma. Thus, more and more undereducated and unskilled people enter the labor market each year. This, plus the continuing changes in the job market skills, make it necessary for people to continue education even after leaving the traditional school system.

Adults are now demanding the full utilization of school facilities and vocational adult education classes. All working adults are taxpayers regardless of whether they have children in school. Also, due to the early retirements and increased leisure time, many adults are wanting to obtain more vocational and/or avocational training. Arkansas ranks second in the nation in the number of retirees.

PURPOSE AND GOALS

The overall purpose of this project was to develop a model adult education program as an integral part of the public school system which provided training and/or skill upgrading for adults in vocational education. In addition, it was expected that the project would coordinate adult education classes in the public school system and provide new programs of adult education based on the needs of the community. More specifically, the goals of this project were:

A. Orient the community members to the importance and need for adult education.

B. Improve the quality and quantity of adult education program opportunities.

C. Provide educational experiences that will meet the vocational and avocational needs of the community.

D. Establish a better community-school relationship.

RESULTS OR BENEFITS EXPECTED

It was anticipated that this program would result in improved and innovative approaches for planning, organizing, and conducting adult education programs. The specific results and benefits expected were:

A. Coordination of adult vocational education activities would eliminate the overlapping and duplication of services and activities available in both the school and community.

B. Quality adult education programs would be available to meet the growing and changing needs of the community.

C. Teacher involvement in planning and conducting adult education programs would be enhanced.

It has been recognized by the Arkansas Department of Education that because of recent policy changes there is likely to be declining enrollments in adult vocational education.

This is of serious concern to leaders in vocational education, business, and industry. It is believed that if guidelines for initiating and implementing adult education programs were available to local school administrators and vocational education teachers to assist them, then more attention would be given to establishing programs of continuing adult education. Adult education must be expanded in order to serve and reach more people. Thomas Jefferson said, "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be."

STATEMENT OF THE PROBLEM

There is an increased demand on members of our society to keep up with technological changes to retrain due to changes in job requirements, train for personal objectives and to provide for increased leisure time activities for the mental and physical well being of the individual. Adult education programs have been conducted for a number of years in order to help meet these needs. However, there have been no set guidelines available on how to initiate programs or motivate adults to seek to upgrade or improve their vocational and/or avocational skills.

It is believed that continuing education becomes more a part of the responsibility of the public school system with each passing year. Since there have been no guidelines available to help the public school system incorporate adult education into the local curriculum, the problem under study was to develop an approach to integrate adult education into the public school system to better serve the community needs and at the same time serve as a model site to demonstrate successful methods and techniques to integrate vocational and avocational adult education programs.

METHODS AND PROCEDURES

Six performance objectives served to direct the procedures and activities which resolved the problem under study. Given below for each objective is a

review of the activities, methods, and procedures as well as the data findings which support and document the attainment of each objective.

Objective Number 1

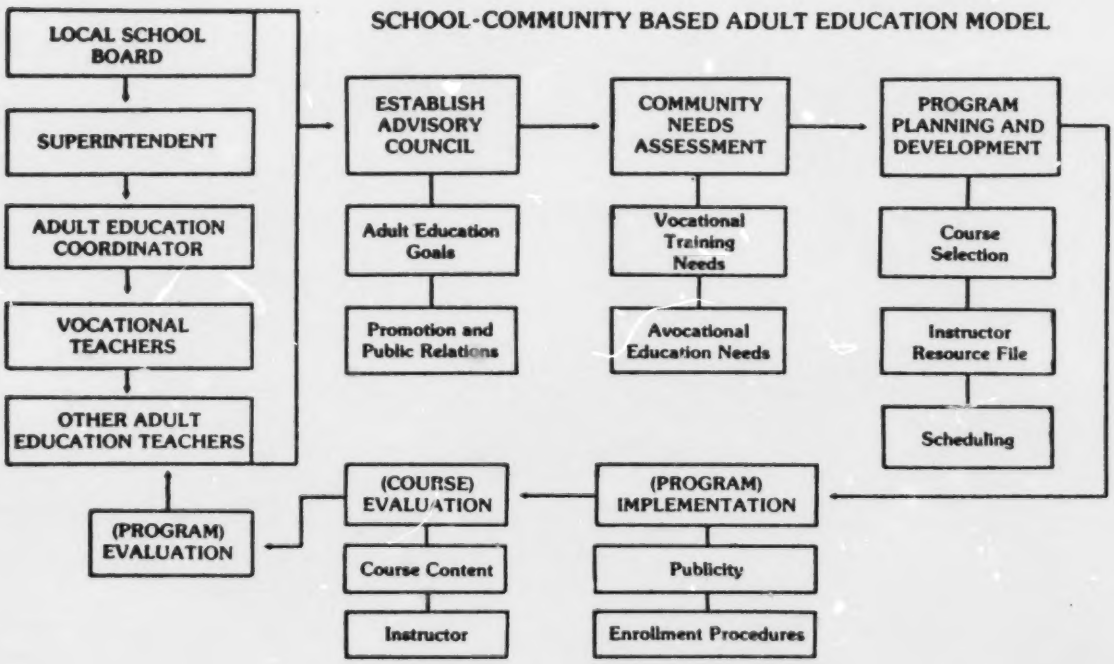
Develop a model plan for conducting adult education programs in vocational and supporting avocational areas that can be adopted and/or adapted for us by a small or medium sized school district in a rural setting. It is expected that a step-by-step process for planning, implementing and evaluating adult education programs will be developed and published in a booklet form. It is anticipated that some 1,600 copies of the booklet will be disseminated to secondary school administrators and vocational teachers.

The model was developed over an extensive period of time after reviewing literature and published articles on adult and continuing education. A visit made to a nearby school provided direction for the initial involvement of the school administration and the adult education advisory council. In addition information from a recent educational master plan study made by Cabot School District provided information and data regarding the community and future development plans related to the future educational needs of the adults in Cabot. The model was eventually constructed to represent the logical organizational and flow sequence of the procedures and activities necessary to implement an adult education program. The model attempts to show the policy-making and decision-making component composed of the local board and school administration staff as the initial step for establishing the School Community Based Adult Education Program.

The next logical step as shown by the model is to establish the advisory council to help determine the adult education goals and to help promote public relations activities for the program. The selection of the adult education coordinator was assumed to have happened as part of the first component. It was expected that the

adult education coordinator would serve as a liason between the adult education advisory council and the local school administration.

In this capacity, the adult education coordinator would assume the major responsibility for implementing the remaining components shown in the School Community Based Adult Education Model: Community Needs Assessment, Program Planning and Development, Program Implementation, Course Evaluation, and Program Evaluation. The model was initially drafted by the adult education coordinator and members of the vocational education staff in the Cabot School District. After several meetings of the advisory council to review the model and suggest changes, the final model as shown in Figure 1 was approved by the advisory council and the school administration.



The model presents a step-by-step process for planning, implementing and evaluating adult education programs. As part of the project activities, a dissemination guide (Appendix A) was developed and published in booklet form which describes

step-by-step procedure for installing a school-community based adult education program. It is expected that this guide will be a useful resource publication which may be used as a guide by other school districts. Because of increased publication costs, the need for 1600 copies of the booklet projected in the original proposal was re-evaluated by staff in the Department of Education and the Cabot School District to reduce the number of copies to 750. While this does not allow every vocational teacher in the State to receive a copy as originally planned, it does permit every school district at the secondary, post-secondary and higher education level to receive a copy and still have some 350 copies available for special requests made by vocational teachers who are interested in conducting a more extensive program of adult education in the community. The development of the School-Community Based Education Model and the printed copies of 750 dissemination guides serve as evidence of achieving objective number 1.

Objective Number 2

Develop a school-community activity calendar to coordinate the adult class schedules with community affairs activities. It is expected that copies of the activity calendar will be distributed to all social, civic and church groups who sponsor community activity programs.

The development of the school-community activity calendar was a major objective in order to determine when adult education courses could best be offered to avoid conflict with other community activities. During the first meeting of the advisory council, each member was given a copy of the school activity calendar. Following a lengthy discussion, it was decided that the school calendar should be used as the basis for planning adult education programs rather than develop one that was different since: (1) Civic organizations usually met in the day-time and would not therefore conflict with an evening class schedule; (2) The school calendar already listed all of the major community

activities such as the Chamber of Commerce Banquet and the Optimist Relays; and (3) The scheduled activities of the Cabot Public Schools are frequently used to avoid setting conflicting dates with other organizational activities in the community.

Members of the advisory council contacted the various civic clubs and church groups before deciding to use the school's activity calendar. Also, since most of the Cabot churches continue to conduct mid-week church services, the council recommended that adult courses not be scheduled on Wednesday nights.

The advisory council suggested that in addition to developing a calendar of activities, that it also be published in the weekly newspaper. Further investigation of this suggestion by the adult education coordinator failed to justify that the calendar of events related to adult education be published in the weekly newspaper. However, a list of all adult education classes was published as a paid advertisement which gave the dates and time schedules for each course (Appendix B). More than a dozen articles were published in the Cabot Star Herald about the adult education program during the 1977-78 school year.

A copy of the school calendar was made available to all of the local churches and civic groups in Cabot. Thus, the purpose of stating Objective Number 2 was to coordinate community and school activities to avoid scheduling conflicts. It was subsequently found that the school calendar was essentially compiled for this same purpose, therefore, the school calendar served to achieve the intended purpose of Objective Number 2.

Objective Number 3

Provide adult education instruction based on the needs of the community. It is expected that 90 percent of the businesses and 70 percent of the individuals contacted will respond to a community needs survey. Further, it is expected that each adult education class conducted will have an average attendance of at least fifteen, except in special vocational classes where laboratory facilities restrict the enrollment to ten.

In order to provide adult education to meet the needs of the community, it was necessary to make a needs-assessment. Plans for the needs-assessment were developed by the advisory council and presented to the school administration for final approval. The instrument (Appendix C) that was developed and used requested the following kinds of information: (1) Age groups; (2) Educational level; (3) Interest in adult education; (4) Type of adult education courses, and (5) Child care services and other suggestions for the adult education coordinator.

The needs-assessment instrument was field tested during the first year of the project, revised and then used on a sampling basis during the second year of the project. The method used to administer the instrument and the number of respondents are shown in Table I.

TABLE I

DATA COLLECTION METHODS OF THE
CABOT PUBLIC SCHOOL ADULT EDUCATION SURVEY

Method of Data Collection	No. of Survey Instruments	No. of Respondents	Percent of Returns
Student Take-Home	300	150	50
Newspaper Survey	(3,000)	24	.8
Community Centers	500	149	30
TOTAL	800	323	40

Some 3oo students in the Cabot School District were randomly selected from grades 3, 5, 7, 9 and 11. The students were requested to take the survey instrument home and have one of their parents complete the instrument and return it. Of the 300 survey instruments sent home by students, only 150 completed instruments were returned, a return rate of 50 percent.

The Cabot Star Herald agreed to print the survey instrument (Appendix D) in the local weekly newspaper. The Cabot Star Herald has a circulation of approximately 3,000. While this appeared to be an ideal method of soliciting the responses from adults without children in the public school system, only 24 adults responded to the newspaper survey - a response rate of .8 percent.

The third data collection method used was to select certain business sites in the community where adults were likely to go and place the survey instruments in a conspicious place to attract interested adults. Of the 500 survey instruments placed in Cabot City Hall, Bank of Cabot, the post office, and a local grocery store, some 149 survey instruments were completed - a return rate of 30 percent.

Three methods were used for data collection of the needs -assessment. The method with the highest return rate was the student take-home method. The placement of the survey instruments in local places of business was also considered a a good method since there was a response rate of 30 percent. The newspaper survey was considered the least effective method of the three. It would appear that a combination of the student take-home and the placement of the survey instrument in local businesses would yield sufficient responses on a needs-assessment instrument from the local community to guide the adult education coordinator in planning for the adult and continuing education program.

A second component of the adult education needs-assessment was made to determine possible courses the faculty of the Cabot Public School District believed should

be included as part of the Adult Education Program (Appendix E). The total faculty was asked to list possible courses related to their subject matter areas, or interest/ability areas which they thought should be included in a comprehensive adult education program. They were also asked to estimate the number of clock hours of instruction required for the learning experience and to indicate their willingness to teach courses suggested.

The information provided in Table 2 shows the tabulated data findings of the teacher needs-assessment. Table 3 shows the suggested courses made by the Cabot School faculty.

TABLE 2

TEACHER SURVEY ON ADULT EDUCATION

Teacher Group	Number of Teachers	Number Teachers Responding	Number Suggested Courses	Number Willin To Teach
Elementary	75	--	--	2
High School	36	--	--	2
Vocational	9	9	10	9
Non-Vocational	111	11	13	2
Total	120	20	23	15

TABLE 3

SUGGESTED COURSES MADE BY CABOT SCHOOL FACULTY

Suggested Courses	Vocational Courses		Avocational Courses	
	Yes	No	Yes	No
Meat Cutting	X			X
Small Engine Repair	X			X
Small Appliance Repair	X		X	
*First Aid (2)		X	X	
Welding	X		X	
Furniture Refinishing	X		X	
Tole Painting		X	X	
*Physical Fitness (3)		X	X	
Public Speaking		X	X	
Drama		X	X	
Knitting		X	X	
Interior Decorating		X	X	
Income Tax		X	X	
Home Gardening		X	X	
Metric Systen		X	X	
Reading Needs of Primary Students		X	X	
Drug Workshop		X	X	
*Cake Decorating (3)		X	X	

*Indicates courses requested more than once

Based on the suggestions of the local advisory council, a separate survey of local business and industry was not considered feasible due to limitations of the project staff. It was further determined that the business and industry information reported in the Cabot Educational Master Plan was sufficient to guide the adult education coordinator in planning relevant adult vocational education programs included in the project.

Thus, Objective Number 3 was not achieved in terms of measurable outcomes of responses made on survey instruments. However, since the purpose of Objective Number 3 was to provide adult education instruction based on the needs of the community, Table 4 provides evidence that some 189 adults attended one of the twelve adult education programs available at the Cabot Public School.

TABLE 4

ADULT EDUCATION COURSE AVERAGE ATTENDANCE

Course	Enrollment	Average Attendance	Completion Rate %
Basic Adult Education	50	30	60
Refresher Bookkeeping	6	6	100
Welding	10	10	100
Small Engine Repair	18	17	94.4
Beekeeping	27	24	88.9
Cake Decorating	17	17	100
Beginning Freehand Drawing	22	20	90.9
Slimnastics	17	12	70.6
Tennis	6	5	83.3
Cardio Pulmonary Resuscitation	6	5	83.3
Wallpaper Clinic	10	10	100
Total	189	156	88%

Objective Number 4

Establish an advisory council that is representative of a cross-section of agricultural, business, industry, civic and community groups. It is expected that 85 percent of the advisory council members will attend 90 percent of the scheduled meetings.

Twelve members were named to serve on the local Adult Education Advisory Council. Table 5 shows the areas of representation of the chosen advisory council members.

TABLE 5

Area of Representation	Council Members
Agriculture	Dearl Dixon Jerry Waymack
Business	Fred Campbell Shirley Barger Bob Nevin
Industry	Tom Kelsey
Civic	Joe Allman Sara Park
School	Donna Mahoney
Community	Marti Roush Wilma Smith Rose Taylor

The measurement level in Objective Number 4 indicated that 10 of the 12 members (85 percent) of the advisory council would attend 5 of the 6 advisory council meetings (90 percent). Table 6 shows the attendance record of the council members.

TABLE 6

ADULT EVALUATION ADVISORY COUNCIL ATTENDANCE RECORD

Meeting	Advisory Council Members	Members Attending	Percentage
First	12	11	92
Second	12	10	83
Third	12	9	75
Fourth	12	9	75
Fifth	12	6	50
Sixth	12	11	92

Based on the pre-stated measurement levels anticipated for Objective Number 4, this objective was achieved. Table 6 shows that an average of 10 members attended 5 of the 6 advisory council meetings. It was determined that the fifth council meeting was poorly attended due to the lack of proper notice of the scheduled meeting.

Objective Number 5

Develop and test evaluation instruments and procedures to determine the quality of adult education provided. The quality of instruction will be evaluated by the use of instructor rating forms. It is expected that 85 percent of the adult education participants will indicate positive responses to at least 70 percent of the items on the evaluation instruments.

The evaluation instrument used (Appendix F) in the project was developed to determine the extent to which the adult learners believed the course met their needs. The instrument was also used to help gauge the learners reaction to facilities, course content, the instructors abilities, etc. Based on the overall ratings made by the adult learners, it was possible to determine the general effectiveness of any particular course offered. Table 7 provides a composite profile of the adult participant responses made on the evaluation instrument. Based on the prestated measurement levels, it was expected that 85 percent of the adult education participants would indicate a positive response to 70 percent of the items on the evaluation instrument. It should be stated that the instrument was not used in all of the courses, nor did all of the adults choose to respond to the evaluation instrument. However, Objective Number 5 was considered achieved in the sense that, of those responding to course evaluations, the minimum level of positive responses made was 94 percent on 100 percent of the evaluation items. Table 7 is shown on the following page.

Table 8 shows the evaluation responses by each course. The total rating for each course was determined by assigning numerical values to the Likert type scale. Strongly agree was assigned the value of 5; Agree the value of 4; Undecided the value of 3; Disagree the value of 2; and Strongly disagree the value of 1.

TABLE 7

ADULT LEARNER RESPONSES TO EVALUATION INSTRUMENT

CRITERIA	Not Applicable	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total Positive Response	Percentage
	NA	SA	A	U	D	SD	TP	%
1. This course met my needs.	0	46	34	3	0	0	80	96
2. The meeting place was appropriate	0	38	40	4	1	0	78	94
3. I would recommend this course to other people.	0	52	28	3	0	0	80	96
4. The instructor utilized time well.	0	48	33	0	0	0	81	96
5. The instructor demonstrated knowledge of the subject taught.	0	62	18	0	2	0	80	96
6. This instructor explains content clearly.	1	52	28	1	0	0	80	96
7. This instructor's voice is clear and understandable to me.	0	52	29	0	0	0	81	96
8. The activities were conducted in an orderly manner.	0	50	31	1	0	0	81	96
9. The instructor demonstrates and illustrates techniques frequently.	0	53	25	0	0	0	78	94
10. Rate the overall effectiveness of this course.	1	54	23	1	0	0	77	94

The symbol N represents the number who completed the evaluation instrument for each course and will vary. The number of N was multiplied by the total number of items (10) times the total number of times the respondents made a discrete rating. The product of this computation yields the Total Rating for each course. The Total Rating divided by N (the number of respondents) provided the average rating per course. Out of a possible average of 50, the courses are ranked on the basis of the effectiveness as determined by the adult learners. Table 8 shows that the Small Engine Repair Course ranked first while the Wallpaper Course ranked tenth. The purpose of making an on-going evaluation of the courses is to enable the adult education coordinator to review the evaluation results of the lower ranking courses to determine what, if anything, could be done to make the course more effective or to discontinue such courses for future consideration.

The course evaluations shown in Table 8 indicate that while the Wallpaper Course ranked tenth, the overall effectiveness was 40. In this table, a rating of 40 is considered to still indicate a positive response from the adult learners and show overall effectiveness. Table 8 is shown on the following page.

Objective Number 6

Establish a better community-school relationship through the expanded use of facilities, news media and parent-teacher contact. It is expected that all vocational facilities will be utilized; that the news media will print articles announcing all of the programs with a follow-up article written on at least 50 percent of the completed programs. Further, it is expected that 40 percent of the adult education participants will be parents of school children. This is expected to increase the parent-teacher contact by at least 50 percent as evidenced by parent-teacher conferences regarding students.

TABLE 8

ADULT LEARNER RESPONSES TO COURSE EVALUATION

CRITERIA	Number Responding	Total Ratings	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Average Per Course	Rank
Course	N	Total Ratings	SA	A	U	D	SD	Average Per Course	Rank
Small Engine Repair	7	345	335	8	0	2	0	49	1
Beekeeping	10	420	190	220	6	4	0	42	9
Art	18	818	570	248	0	0	0	45	6
Sewing	4	177	85	92	0	0	0	44	8
Tennis	4	186	130	56	0	0	0	47	3
Wallpaper	6	238	95	104	39	0	0	40	10
Cardio Pulmonary Resusitation	4	180	100	80	0	0	0	45	6
Slimnastics	10	462	320	136	6	0	0	46	4
Bookkeeping	4	185	125	60	0	0	0	46	4
Cake Decorating	15	716	580	136	0	0	0	48	2

Through the efforts of the adult education coordinator constant contacts were made to various civic and community organizations to promote adult vocational education in Cabot. Of the eight vocational shop/laboratory facilities, five were used to provide training and instruction for adults. In addition, various other classroom and library facilities were used including a course in one of the local church facilities.

In promoting, publicizing, and reporting the activities of the adult education program, the local Cabot Star Herald willingly cooperated by printing articles about the courses. Throughout the year, some 26 articles appeared in the local Cabot Star Hearld: Thirteen articles, nine announcements, two advertisements, and two follow-up articles. While Objective Number 6 stated that at least 50 percent of the programs would have written follow up articles, it was somewhat unrealistic to expect the local news media to consider additional follow-up articles on courses already previously mentioned in the newspaper. The fact that twenty-six articles appeared in some form to inform the public about various aspects of the twelve adult education courses available is sufficient evidence to support the purpose intended in Objective 6, improved school-community communications.

Also, as part of the purpose of improving school-community relationships Objective Number 6 prestates that some 40 percent of the adult education participants will be parents of school children thus increasing the parent teacher contact made possible through the adult education program. Table 9 (page 20) shows that of the 189 adult learners enrolled in Cabot's adult education program, some 113 adults had children in school, 59.7 percent. This clearly indicates that the majority of the adult learners were those with children in school. Also, it can be assumed that because of the participation in these programs, adults would have more positive feelings regarding the school system as a whole.

TABLE 9

ADULT EDUCATION PARTICIPANT'S CHILDREN STATUS

Course	Number Of Adult Learners	Adults With School Age Children	Percent Of Adults With School Age Children	Young Adults With No School Age Children	Older Adults With No School Age Children
Basic Adult Education	50	30	60%	10	10
Refresher Bookkeeping	6	3	50%	2	1
Welding	10	5	50%	3	2
Small Engine Repair	18	10	56%	5	3
Beekeeping	27	15	56%	5	7
Cake Decorating	17	10	59%	3	4
Beginning Freehand Drawing	22	10	45%	2	10
Slimnastics	17	17	100%	0	0
Tennis	6	5	83%	1	1
CPR	6	3	50%	2	1
Wallpaper	10	5	50%	2	3
TOTAL	189	113	59.7%	35	41

The last sentence in Objective Number 6 prestates that the parent-teacher contact is expected to increase by 50 percent and will be evidenced by the number of conferences regarding students. Although some 62 parent-teacher conferences pertaining to students were held, there were no data available to serve as comparison and thereby compute the percentage measurement stated in the objective.

Objective Number 6 was apparently stated as part of the project in order to determine the impact the project made on the community, the adult learners, and this combined relationship with the local school district. Since the overall project activities were not clearly stated beyond those pertaining to the writing of newsarticles, data were not collected to substantiate the measurements shown.

Summary and Conclusions

The overall purpose of this project was to develop a model adult education program as an integral part of the public school system which provided training and/or skill upgrading for adults in vocational education. In addition, it was expected that the project would coordinate adult education classes in the public school system and provide new programs of adult education based on the needs of the community. The Cabot School District employed an adult education coordinator to facilitate the purpose and goals of the project by:

Orienting the community members to the importance and need for adult education.

Improving the quality and quantity of adult education program opportunities.

Providing educational experiences that will meet the vocational and avocational needs of the community.

Establishing a better community-school relationship.

Six major objectives were developed to guide the activities of the project.

1. Develop a model plan for conducting adult education programs in vocational and supporting avocational areas that can be adopted and/or adapted for use by a small or medium sized school district in a rural setting. It is expected that a step by step process for planning, implementing and evaluating adult education programs will be developed and published in a booklet form. It is anticipated that some 1,600 copies of the booklet will be disseminated to secondary school administrators and vocational teachers.

2. Develop a school-community activity calendar to coordinate the adult class schedules with community affairs activities. It is expected that copies of the activity calendar will be distributed to all social, civic and church groups who sponsor community activity programs.

3. Provide adult education instruction based on the needs of the community. It is expected that 90 percent of the businesses and 70 percent of the individuals contacted will respond to a community needs survey. Further, it is expected that each adult education class conducted will have an average attendance of at least fifteen, except in special vocational classes where laboratory facilities restrict the enrollment to ten.

4. Establish an advisory council that is representative of a cross-section of agricultural, business, industry, civic, and community groups. It is expected that 85 percent of the advisory council members will attend 90 percent of the scheduled meetings.

5. Develop and test evaluation instruments and procedures to determine the quality of adult education provided. The quality of instruction will be evaluated by the use of instructor rating forms. It is expected that 85 percent of the adult education participants will indicate positive responses to at least 70 percent of the items on the evaluation instruments.

6. Establish a better community-school relationship through the expanded use of facilities, news media and parent-teacher contact. It is expected that all vocational facilities will be utilized; that the news media will print articles announcing all of the programs with a follow-up article written on at least 50 percent of the completed programs. Further, it is expected that 40 percent of the adult education participants will be parents of school children. This is expected to increase the parent-teacher conferences regarding students.

Although no major objective was achieved at the pre-stated performance levels in their entirety, all objectives were attended to and were believed by the local advisory council to have been achieved at a very satisfactory level. For the most part, the pre-stated performance levels were not realistic when the

nature of the project depended on many variables beyond the control of the project director, namely the potential adult learners in the community.

The duration of the project extended from August 1, 1976 through June 30, 1978. The first year of the project was devoted to developing data collecting and evaluation instruments to be used in the project. Basically both years in the project were similar in terms of activities, procedures and approaches. During the second year of the project, the instruments were further tested and used in planning, conducting and evaluating programs of adult education.

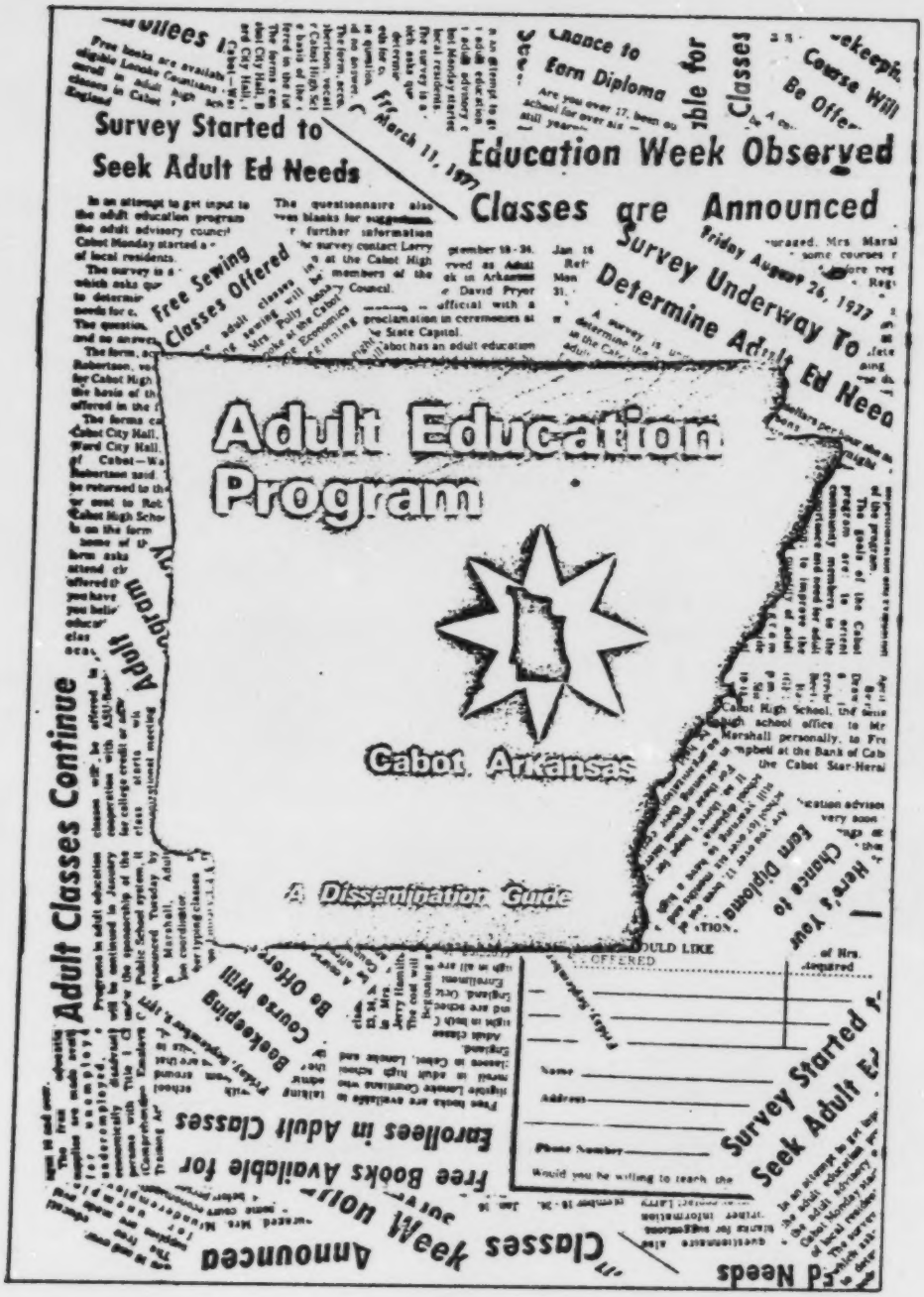
As a result of the second year's operations, a dissemination guide was developed and printed to distribute to other school districts in Arkansas. It is believed that most of the schools will be able to use or adapt the adult education school-community based model to the needs of adult learners.

No major problems or concerns were experienced in the project. However, based on the findings in this project the following recommendations are made:

1. That an adult education coordinator be employed to continue planning, conducting and evaluating programs of adult education which meet the needs of the local community.

2. That tuition fees be established for adult education courses to defray instructional costs and at the same time provide motivation for adult learners to attend all sessions.

APPENDIXES



(Copies of the Dissemination Guide are available through the Department of Education, Division of Vocational, Technical, and Adult Education; Little Rock, Arkansas 72201.)

ADULT EDUCATION CLASSES

Refresher Typing	7-9	M-T	Jan. 2-Jan. 16	$1.0
Refresher Bookkeeping	7-9	M-T	Jan. 17-Jan. 31	$1 0
Welding	7-9	M-W	Nov. 14-Dec. 7	$1( )
Small Engine Repair	7-9	M	Feb. 6-April 10	$1( )
Beekeeping	7-9	M	Sept. 19-Oct. 24	NC
Antiques	7-9	T	Nov. 1-Nov. 29	$10
Cake Decorating	4-6	M	Mar. 28-April 25	$10
Beginning Freehand Drawing	7-9	T	Sept. 6-Dec. 13	$15
Basic Adult Education (GED)	7-10	M-T	Sept. 19-Mar. 1	NC
Slimnastics	10-11	T-TH	Feb. 28-Mar. 30	$10
Tennis	2:45-3:45	M-F	Oct. 4-Oct. 27	$10
Cardio-Pulmonary Resuscitation	7-9:30	M	Jan. 9-Jan. 30	$10
Red Cross First Aid	7-9	TH	Oct. 27-Dec.1	$ 6
Wallpaper Clinic	7-9	T	Nov. 8	NC
Seminar "The Drug Scene" - Parental Awareness			To be arranged	

Persons desiring to enroll in any of the above classes may do so during school hours by contacting the adult education at Cabot High School, phone 843-3562, Extension 29.

Mrs. Martha Ray Marshall, Adult Education Co-ordinator

CABOT PUBLIC SCHOOL
ADULT EDUCATION SURVEY

PERSONAL INFORMATION

NAME _____ Address _____ (Box) _____ (Town) _____ (Zip Code)

Age Group: Under 18 2 18-30 53 31-50 92 51-65 5 Over 65 0

Circle Highest Grade Completed in School 0-1-2-3-4-5-6-7-8-9-10-11-12: Trade School 10 (Years)
College 1-2-3-4-5-6-7-8- years
4a 7
1 103

1. Would you attend classes if classes were offered that met your needs?
Yes 109 No 13 Undecided 24
If yes, would you perfer attending class: (Check one or more)

Monday 14 Thursday 62 9a.m.-12noon 20 47 6:30p.m.-8:30p.m.
Tuesday 68 Friday 14 12 noon- 3p.m. 20 _____ (Time desired)
Wednesday 34 7p.m.-9p.m. 68

2. Would you attend the Vocational Technical School at Searcy one or two nights per week to take classes which we are unable to offer here at Cabot if transportation was provided? Yes 47 No 45 Don't Know 46

3. Do you have friends or neighbors that you believe would attend adult education classes?
Yes 58 No 13 Don't Know 71

4. What type courses do you wish to see offered in the Adult Education Program? (Rank in order of Choice)

ACADEMIC (Arithmetic, English, History, GED, etc.) 41

VOCATIONAL (Occupational training, Skill, Job related) 72

RECREATIONAL (Physical conditioning, Hobby, Sports, Arts, Crafts, etc.) 86

DOMESTIC (Family-Home Related, Home Landscaping, First-Aid, Family Living,) 74
(Interior Decorating, etc.)

LEGAL (Taxation, Estate Planning, Mortgages, etc.) 32

Special Interest _____
(Course desired)
Would you desire the class to be: BASIC ____ or ADVANCED ____?

If you desire basic classes would you desire a more advanced class at a later date?

Yes ____ No ____ Undecided ____

5. Would you need child care in order to attend a class for adults? Yes 30 No 115

6. Additional suggestions _____

_____

FOR ADDITIONAL INFORMATION CONTACT:

29 Cabot High School
Cabot, AR. 72023
843-3563 Ext. 28

Cabot Star Herald
Cabot, Arkansas

Friday, August 26, 1977

Survey Underway To Determine Adult Ed Needs

A survey is underway to determine the needs of adults in the Cabot area in the field of adult education as well as to find resource persons willing to teach adult classes, Mrs. Martha Marshall, adult education co-ordinator, said this week.

Classes may include such things as macrame or woodworking, or even may be college credit courses, depending on local needs, she explained.

"The main thing at the present is to find out the interests of area adults and then locate teachers to instruct them. Also, we are looking for persons who are knowledgeable in various subjects, who would be willing to teach courses," Mrs. Marshall continued. Teachers for such courses will receive seven dollars per hour she said.

Persons who might be interested in teaching such a course are asked to estimate the number of clock hours of intruction required to complete the course. Anyone wishing to make a request for a certain subject or those willing to teach a course may fill out the form below.

Application forms may be turned in to the superintendent's office at Cabot High School, the senior high school office, to Mrs. Marshall personally, to Fred Campbell at the Bank of Cabot or to the Cabot Star-Herald office.

The adult education advisory council will meet very soon to discuss course offerings and persons are asked to turn these forms in immediately, Mrs. Marshall urged.

ADULT EDUCATION PROGRAM

COURSE YOU WOULD LIKE TO SEE OFFERED	No. of Hrs. Required

Name _____

Address _____

_____

Phone Number _____

Would you be willing to teach the course ? _____

TEACHER _____ SUBJECT _____

The Purpose of this survey is to determine possible courses you believe should be included as part of Adult Education program for Cabot.
Please list possible courses related to your subject matter areas (or interest/ ability) that should be included in a comprehensive Adult Education program.

Adult Education Program

Course	Number of Hours Required	Check if you would be willing to teach the course.
1.		
2.		
3.		
4.		

You are also asked to estimate the number of clock hours of instructions required and to indicate your willingness to teach such a course.
(Instructors will receive $7.00 per instructed hour.)

Comments:

APPENDIX F

EVALUATION OF ADULT EDUCATION COURSES

This questionnaire gives you an opportunity to express your view of this course and the way it has been taught. Indicate the response closest to your view by circling the appropriate number.

NA (0) = Not Applicable or Don't Know
SA (5) = Strongly Agree
A (4) = Agree
N (3) = Neither Agree or Disagree
D (2) = Disagree
SD (1) = Strongly Disagree

	NA	SA	A	N	D	SD
1. This course met my needs.	0	5	4	3	2	1
2. The meeting place was appropriate.	0	5	4	3	2	1
3. I would recommend this course to other people.	0	5	4	3	2	1
4. The instructor utilized class time well.	0	5	4	3	2	1
5. The instructor demonstrates knowledge of the subject taught.	0	5	4	3	2	1
6. This instructor explains content clearly.	0	5	4	3	2	1
7. This instructor's voice is clear and understandable to me.	0	5	4	3	2	1
8. The activities were conducted in an orderly manner.	0	5	4	3	2	1
9. The instructor demonstrates and illustrates techniques frequently.	0	5	4	3	2	1
10. Rate the overall effectiveness of this course.	0	5	4	3	2	1

11. Indicate strength of the course:

_____

_____

12. What improvements would you suggest: _____

_____

_____